DOCUMENT RESUME

ED 111 157 EC 073 551

AUTHOR Smith, Anne P.
TITLE Mainstreaming: Idea and Actuality.
INSTITUTION New York State Education Dept., Albany. Div. for Handicapped Children.
PUB DATE [73]
NOTE 24p.

EDRS PRICE MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS Bibliographies; *Educational Alternatives; *Educational Philosophy; Exceptional Child Education; *Handicapped Children; Open Education; *Program Planning; *Regular Class Placement; Resource Centers; Resource Teachers; Role Perception

ABSTRACT

The importance of mainstreaming (helping handicapped children achieve maximum participation in regular school programs) is emphasized, and underlying concepts are explained. Methods for implementing mainstreaming in protected settings (such as hospitals) and in regular classrooms (through the use of helping teachers, resource rooms, a modified resource program, or open classrooms) are described. Noted are the following common elements of successful mainstreaming programs: preparation, pacing (selective integration), specificity (redefining the special educator's role), and flexible placement. Also included is an annotated bibliography of 14 references on mainstreaming in action. (LH)

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Mainstreaming: idea & actuality

an Occasional Paper from
Commissioner Ewald B. Nyquist

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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To the reader:

When I look at the teaching and learning processes, I see a need for us to work to make both more humanistic. As I said in an earlier speech, by this I mean,

> simply a way of looking at the world which emphasizes, instead of money and things, the importance of man, his nature and central place in the universe, which teaches that all persons have dignity and worth, and that man was made just a little lower than the angels . . . .*

Instead of valuing only children who excel in the classroom or on the playground, the humanistic educator nourishes the capacity of all children to grow, to develop, and to be joyful and full of life.

I am committed to the concept of mainstreaming because it expands the opportunities and options available to handicapped children. The concept tends to discourage the labelling and stereotyping that limit the way people see these children and ultimately the way they see themselves. Ending the isolation of these children, this approach allows them to become an accepted part of the life of the school and the community.

The concept of mainstreaming emphasizes the unique contributions that handicapped and nonhandicapped children can make to one another. Programs that support the concept encourage handicapped children to learn new behavior, and to cope more effectively with their conditions. Exposing all children to people who are different, these programs help children accept the broad spectrum of possibilities that make up the human condition.

We realize that for many of us new programs will bring new demands and changes in the ways we are accustomed to doing things. For some of us, the changes involved may appear to be difficult and disturbing. I ask you to put aside preconceived fears and concerns about programs which extend the opportunities for handicapped children to be educated with the nonhandicapped and to judge this approach on its merits — the many advantages and opportunities it offers to all children. I urge everyone in the educational system to join with me in working to increase the options, programs and opportunities available to handicapped children and to welcome them with warmth and understanding in our schools and our communities.

Ewald B. Nyquist

EWALD B. NYQUIST
President of The University and
Commissioner of Education

* "The Age of Humanity or Aquarius and the Rebirth of Love," Ewald Nyquist, The University of the State of New York, 1970.

PREFACE

This paper is an attempt to shed some light on the concept of mainstreaming. A clarification of the term is important because mainstreaming has become a major issue in the education of handicapped children.[1] In *The Education of Children With Handicapping Conditions*, the Regents make a strong commitment to mainstreaming:

> The quality of many publicly operated or supported educational programs is related to the degree to which children with handicapping conditions are grouped or otherwise combined effectively with other children in the mainstream of our schools and society.[2]

Mainstreaming: Idea and Actuality was written to explain some of the reasons for the Regents' support of this approach and to help people across the State better understand mainstreaming. For the parent who is told that his child will be mainstreamed, for the school administrators and teachers interested in beginning or extending mainstreaming programs, it is hoped that this paper will provide a useful focus for discussion of the ideas behind mainstreaming and some insights into ways to implement this approach.

Many people have come together to work on the paper. A list of twenty outside advisors who contributed information and ideas appears at the end of the publication. These people gave generously of their time, and we are grateful for their help. Our thanks to Mr. Richard D. Sparks, District Superintendent of the Board of Cooperative Educational Services in Orleans-Niagara Counties; Mr. James V. Vetro, Director of Research Services, New York State School Boards Association; Mr. J. Alan Davitt, Executive Secretary, New York State Council of Catholic School Superintendents for helping in the review process. The staff of the Division for Handicapped Children helped in development and review, and Anne P. Smith coordinated the project and wrote the paper. We appreciate the efforts of all of the people who contributed to the publication.

RAPHAEL F. SIMCHES
Director, Division for Handicapped Children

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INTRODUCTION

Mainstreaming means helping handicapped children participate as much as possible in our society, especially in the public schools. It is an exciting idea, and as a reality in public and private schools and other educational facilities it offers many benefits to handicapped children. In many cases, children in mainstream settings have shown an increased ability to cope with their handicaps, to deal effectively with reality, and to relate to other children. Many educators believe that all children benefit from mainstreaming. Going to school with handicapped children, the nonhandicapped child has a unique and valuable opportunity to grow in his ability to accept individual differences and to be more cooperative and compassionate.

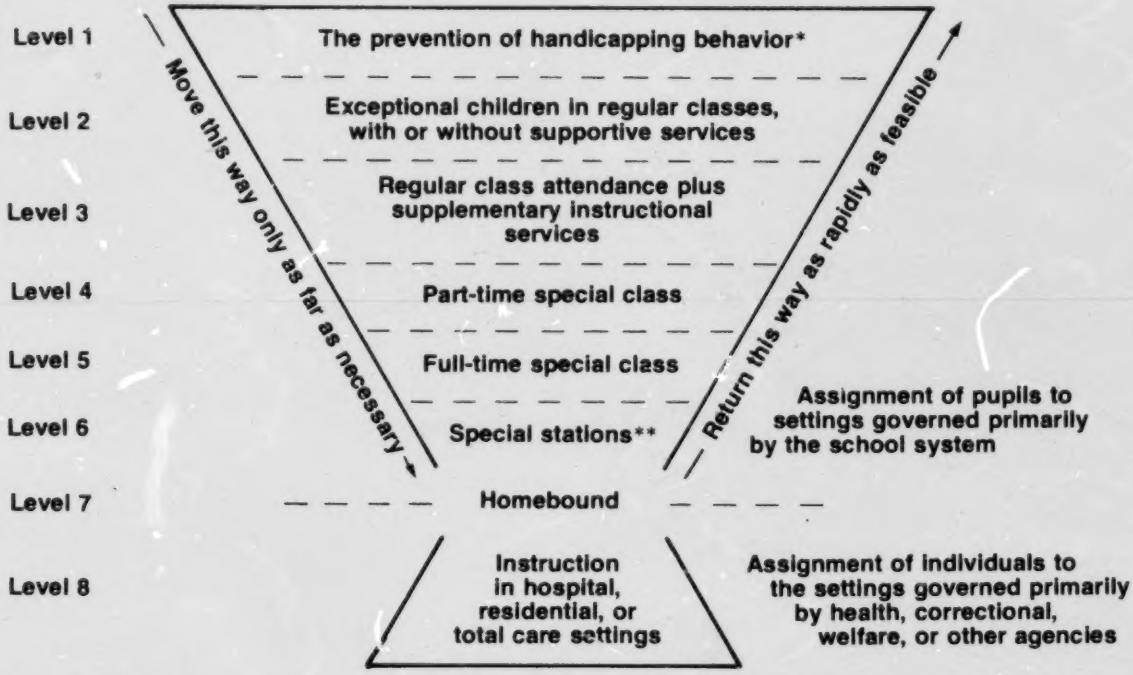
Because mainstreaming is a valuable approach to the education of handicapped children, it is important to dispel some of the myths and misunderstandings that surround the idea. To clarify the concept, this paper discusses what mainstreaming means, and some of the reasons for its emergence as a popular trend in special education. Turning from the idea to the reality, the paper discusses some frequently used approaches to mainstreaming. In the Bibliography, summaries of a variety of mainstreaming programs are listed.

WHAT IS MAINSTREAMING?

Mainstreaming is a commitment to integrating people who are exceptional into our society rather than excluding them. In the broadest sense, mainstreaming is a societal trend. Many of the institutions that we have built to segregate people who are markedly different from the average—such as prisons, mental hospitals, old people's homes, and residential treatment centers—are currently under attack. The idea of working with these people within the community as much as possible is increasingly popular.

In a more specific sense, mainstreaming describes a movement in education to increase the amount of contact that a handicapped child has with nonhandicapped children in normal, everyday environments. For severely handicapped children, this can mean an opportunity to eat meals or to use a play area with nonhandicapped children. For less severely disabled children, mainstreaming can mean an opportunity to spend increasing amounts of time in regular public school classrooms. This does not mean that everyone in special facilities must be included in the regular classroom, anymore than societal mainstreaming means that everyone can be brought back into the community. Instead, mainstreaming means helping exceptional people participate as much as possible in our society, particularly in public schools.

A helpful way to think of mainstreaming has been developed by Evelyn Deno and is shown in figure 1. In this diagram, mainstreaming is a continuum ranging from nonparticipation to full participation in the regular classroom. At


Level 1
The prevention of handicapping behavior*
Level 2
Exceptional children in regular classes, with or without supportive services
Level 3
Regular class attendance plus supplementary instructional services
Level 4
Part-time special class
Level 5
Full-time special class
Level 6
Special stations**
Level 7
Homebound
Level 8
Instruction in hospital, residential, or total care settings
Move this way only as far as necessary
Return this way as rapidly as feasible
Assignment of pupils to settings governed primarily by the school system
Assignment of individuals to the settings governed primarily by health, correctional, welfare, or other agencies

*This means the development of positive cognitive, affective, and psychomotor skills in all pupils that will reduce or prevent the frequency of handicapping behavior.

**Special schools in public school systems.

Figure 1. The cascade system of special education service (E. Deno. Strategies for improvement of educational opportunities for handicapped children: Suggestions for exploitation of EPDA potential. In M. C. Reynold and M. D. Davis (Eds.), *Exceptional Children in Regular Classrooms.* Minneapolis: University of Minnesota, 1971.)

Reprinted from "The Organization and Administration of Special Education and Education of the Gifted," Policy Statements Approved by the 1973 CEC Delegate Assembly, p. 2 by permission of the Council for Exceptional Children.

the nonparticipation end of the spectrum, Deno shows a small number of children in residential facilities and in homebound instruction. Due to the severity of their handicaps and the lack of provisions in our society for people with such handicaps, these children spend most of their time isolated from the outside world. However, using a mainstream philosophy, every effort is made to provide as much contact with nonhandicapped society as possible.

Moving toward greater integration, Deno shows groups of children in special schools in the public school system, in full-time special class, in part-time special class, in regular class with supplementary services, and in the regular class with or without supportive services. Each level on the continuum represents progressively greater degrees of integration, and contains an increasingly large number of children. Thus, children in regular classrooms make up the largest group. It is important to see, that the diagram shows a flexible system.[3] The arrows pointing up and down the continuum show children participating in public schools to a greater or lesser extent as their conditions change and as society changes.

Mainstreaming does not mean putting all children in regular classrooms. However, this is a common misunderstanding. Certainly, total and indiscriminate mainstreaming can hurt rather than help handicapped children. The victim of an excess of zeal, a severely handicapped child inappropriately placed in a regular classroom is in a difficult situation. Facing new pressures and demands, this child can withdraw and lose the self-confidence that he needs to survive. Although classroom placement might not meet the needs of a severely disabled child, mainstreaming for him can include participation in social or extracurricular activities in the public school.

A final caution about mainstreaming is that it is *not* a cheap and easy panacea for the difficult job of educating handicapped children. If school districts send all of their special children back to the regular classrooms without adequate teacher preparation, supportive personnel, and individualized programs and materials, all of the children in the school will suffer. Mainstreaming is no substitute for sensitive, well-trained staff and carefully developed programs to meet the special needs of handicapped children. Mainstreaming does not answer the hard question of how to prepare the handicapped child to live as full and meaningful a life as possible. Although it can help a child learn to function in reality situations, it cannot provide vocational skills and the practical knowledge that a handicapped child needs to lead a full life as an adult. Mainstreaming can expand a child's horizons, but it should not be used indiscriminately, or as a substitute for programs that meet the special needs of handicapped children.

WHY IS MAINSTREAMING IMPORTANT?

As a flexible, open-ended way to broaden the experiences of handicapped children, mainstreaming is becoming increasingly popular. The reason for the interest in mainstreaming among parents and educators is that there has been a general shift in attitude about the best approach toward the care and the education of handicapped children. During the first part of this century, it was generally believed that handicapped children were best cared for and educated apart from the rest of society. Institutions and other special facilities were built in large numbers, and most people believed that these institutions protected the best interests of handicapped children and society.

In recent years attitudes about educating handicapped children in separate facilities have changed. The wasted lives that are so painfully visible in some institutions have led to demands for a different approach. In many cases judges, parents and educators believe that an institutionalized child might better attain his full potential in a more normalized setting. Concern is also expressed about the number of special education schools and classes that continue to isolate handicapped children. Whether the benefits that a child receives in a special class outweigh the disadvantages of separation is a hotly debated controversy. Finally, the potential violation of a handicapped child's rights by an inappropriate, long-term placement in a special facility has led to increasingly sharp criticisms of the excessive use of such facilities.

The court decisions of the past 60 years have

reflected a shift from approval of separate facilities to demands for more normalized educational settings for handicapped children. An early decision reinforced the idea that handicapped children should be educated in isolation from the nonhandicapped. In *Beattie* v. *Board of Education of the City of Antigo* (1919), a child with cerebral palsy but normal intelligence was refused an education in the public schools because his condition was considered to be too depressing for the teachers and the pupils.[4] As late as 1958, in *Department of Public Welfare* v. *Haas*, a mildly retarded child was put in an institution because the court felt that the child's limited intelligence made him unable to receive a good education in the public schools.[5] In both of these cases, the rights of the handicapped child are subverted to the comfort and convenience of the nonhandicapped. The desire to keep handicapped children out of sight, and to protect normal children from a reality of life is strikingly evident. Instead of assuming responsibility for the education of all children, the schools are absolved of responsibility, and the burden of obtaining an appropriate education for the child rests with the parents.

In recent years the courts have taken a different attitude toward the education of handicapped children. Instead of encouraging the use of separate educational facilities, the courts have increasingly emphasized the school district's responsibility to provide appropriate programs for the handicapped within the public schools. Reversing earlier precedents, the court in *Wolf* v. *The Legislature of the State of Utah* (1969) ruled that the state was required to provide free public education for trainable retarded children within the public school system.[6] In *Pennsylvania Association for Retarded Children* v. *Commonwealth of Pennsylvania* (1972), the state's obligation to provide free, public programs of education and training for mentally retarded children was again emphasized.[7] While these cases guarantee a public school education to mentally retarded children, they do not set a precedent for educating other handicapped children.

The right of all children to a public school education is affirmed in *Mills* v. *Board of Education of the District of Columbia* (1972).[8] This decision is important for several reasons. First, it undercuts the argument that schools frequently use for not providing adequate educational programs for the handicapped: lack of money. Judge Waddy ruled that the District of Columbia could not exclude a child from publicly supported education on the basis of insufficient funds. The financial pie had to be equally divided among all children. Secondly, the decision is important because the judge attempted to provide some protection for the child against capricious or inappropriate special education placements. He insisted on the child's right to a fair hearing with counsel and diagnostic experts before any change in educational placement. Not only is the right of a child to a free public school education guaranteed by this decision, but also his right to an appropriate education.

In addition to the courts, educators are showing an increased interest in programs that encourage the education of handicapped and nonhandicapped children together. There are a number of reasons for this preference. First, studies done of the effectiveness of special class vs. regular class placement have failed to reveal any conclusive results. Secondly, many educators are concerned about civil rights issues in school districts with high enrollments of handicapped children in separate facilities. Also, the benefits to the handicapped children of contact with nonhandicapped children are increasingly evident. Studies show dramatic improvements in coping and in interpersonal relationships for children in mainstreamed settings. Finally, many educators are convinced that the nonhandicapped child makes important gains in understanding and values by having the opportunity to grow up with handicapped children. Each of these reasons for mainstreaming underlines the value and importance of this trend in education.

Looking first at the studies of the effectiveness of special class placement, it is clear that there is some reason to question the use of these classes for mildly handicapped children.[9] Although few educators deny the value of classes for severely impaired children, studies of their effect on less severely disabled children are at best inconclusive.[10] Rarely is it possible to show clear-cut academic or social gains for mildly handicapped children in segregated classes, and in some instances it is claimed that

children on waiting lists improved more rapidly than did those in special classes.[11] However, in other cases, growth and improvement, especially in self-concept, is attributed to special class placement.[12] Although there is a general lack of clarity in this controversy, in recent years there has been a definite trend toward questioning how much the mildly impaired child gains from these classes. While some mildly handicapped children have made significant gains in special classes, it is possible that the same benefits might be achieved in integrated settings.[13]

In addition to questioning the effectiveness of special classes, special educators are suggesting that in some cases placement in these classes may infringe on a child's civil rights. Some suggest that an inappropriate, long-term placement in a special education class denies a child's right to equal educational opportunity.[14] The stigma of the labels used for placement is also a civil rights issue, especially when these labels are given to children from non-middle class environments.[15] Indeed, the basis for labeling educational testing, is under attack. Frequently, tests based on white, middle-class norms are considered unfair diagnostic tools for children from deprived, low status backgrounds.[16] Underlying the civil rights issue are the various class action cases brought by parents and parent groups against school districts.[17]

Another reason for the interest in mainstreaming among educators is the positive effect it has upon handicapped children. Although mainstreaming will not cure all of the ills of special education, or magically provide a remedy which will help all handicapped children, it is reality oriented, and can help a child learn to cope with the outside world.

Numerous studies illustrate the idea that a handicapped child will begin to perform more adaptively in a mainstream setting. Dramatic increases in spontaneous speech, increased vocabulary and greater proficiency in lip reading are reported by parents and educators working with deaf and hearing impaired children in regular classrooms.[18] For visually handicapped children in public schools, increases in ability to use other senses and progress in mobility are reported.[19] With other handicaps such as neurological impairment, orthopedic handicaps, and chronic health conditions, children in mainstreaming settings show increased ability to use their innate strengths and to live with their limitations.[20]

For children with handicaps that are not physical, mainstreaming can also be valuable. Many studies of the educable mentally retarded in integrated classrooms show gains in intellectual performance.[21] In the area of emotional disturbance and learning disability, inappropriate behavior can decrease in a well-planned mainstream situation staffed by people able to deal with the problems of these children.[22]

Mainstreaming can contribute to a child's ability to deal with other people as well as to his ability to cope with his handicap.[23] By removing some of the stigma of special class placement, the child can begin to feel better about himself. As his self-esteem grows, his ability to relate to friends, parents and teachers in a free and easy fashion also increases.

Further helping the child relate to others is the number and variety of people he is exposed to in a mainstream class. While in a special class, the child is with a small group of people who share his handicap. In this setting the opportunities to learn new ways of behaving are limited. With a wide variety of people in a regular classroom, the handicapped child can begin to model his behavior on the behavior of other children. As he learns to act more like the others, he becomes more acceptable and less alien to them. At the same time, by modeling the behavior of his classmates and teacher, the handicapped child can learn valuable social skills that will help him outside of the classroom.

One of the most convincing arguments for mainstreaming is that it will enrich the lives of all children and ultimately our society. In school a child learns about life and about how society operates. As John Dewey said, "School is not a preparation for life, it is life itself." In a very real sense, school is a microcosm of society which teaches the child society's values. In a mainstreamed classroom, the school transmits certain humane and compassionate values to each child. At the same time, as the child adopts these values, the shape and form of the society he and his peers will create is enhanced.

To understand the trend toward mainstream-

ing, it is important to consider some of the values this movement transmits. One of the most important ideas behind mainstreaming is the value of the acceptance of individual differences.[24] Constant contact with people having marked physical or mental handicaps helps a child see these conditions as part of a broad spectrum of variations that make up the human condition. Rather than encouraging conformity, mainstreaming encourages a child to value people who are different. As fear and mistrust of what is "different" in others evaporates, the child can feel free to tap his own exceptional qualities.

At the same time, the universality of certain basic human needs and characteristics is emphasized in mainstream situations. A child learns that although a classmate wears a brace, he has the same feelings and desires as everyone else. Going to school with handicapped children, a child learns to see and value the common human qualities that go beyond surface appearances. As he learns to accept both the exceptional and the universal in all people, a child in a mainstreaming situation has the opportunity to be more cooperative and giving.[25] While schools often tend to encourage competition, a school committed to mainstreaming is helping its students learn more compassionate patterns of behavior.

WAYS TO MAINSTREAM

Mainstreaming, helping handicapped children participate as much as possible in our society, has support in current litigation and in educational research. Influential groups in education such as the Council for Exceptional Children and the New York State Regents support and encourage the use of this approach. However, it is often difficult to find information about how to mainstream. This is because there is no one way to mainstream, and to a certain extent, the goal, integrating handicapped children in our society, is far more important than the process.

Part of the problem in talking about how to mainstream results from the number of variables inherent in this approach. The process involves children ranging from the profoundly retarded institutionalized child to the child with a mild learning disability, and the process can take place in any setting from a custodial care institution to an open classroom. When other variables are considered such as budget, physical plant, and community attitudes, the development of a single model for mainstreaming becomes impossible. Instead, this paper gives a few examples of possible approaches, and a list of references to other programs. The approaches to mainstreaming discussed in this paper include activities appropriate for children ranging from the severely disabled institutionalized child to the mildly handicapped child in a regular classroom.

In Protected Settings

With children in residential centers, hospitals or home settings, it is important to consider what is meant by education before considering an approach to mainstreaming. For the severely disabled child, education is any activity that increases his autonomy.[26] To learn to button a jacket, to talk to strangers, to order a meal are all educational processes. Because of the severity of their disabilities, many children are cut off from the natural learning processes and situations that increase a normal child's sense of autonomy.

For these children mainstreaming is any activity that breaks down the barriers imposed by their handicaps, and which aids them in growing in their ability to master real life situations. For example, in an institution or total care facility, mainstreaming might take the form of a series of field trips within and outside of the institution. These trips or experiences are attempts to break down some of the barriers that isolate these children in a protected world.

For a profoundly disabled child, eating in the cafeteria instead of on the ward is a field trip that facilitates mainstreaming. Placed in a new environment, the child is stimulated to learn more adaptive ways of eating from other less profoundly disabled residents. Essentially, in this situation the child has the opportunity to gain mastery over an experience that he would not know about in an isolated environment.

For the less severely disabled child in a protected setting, mainstreaming includes the use of new technological products. Educational television, two-way radios, and the special equipment designed to increase the mobility of the physically disabled are all efforts to move these children into the mainstream. Our sophisticated technology can further be used to eliminate some of the needless architectural barriers that force isolation on

severely handicapped children.[27] Ramps, elevators and other special equipment should be built into our schools and other public buildings to encourage the severely handicapped child to participate as fully as possible in our society.

For children capable of attending special schools or classes in the public school system, mainstreaming is an effort to maximize their participation in the normal school environment. Initially this might take the form of a careful screening program to find children capable of attending a regular classroom. For children not yet ready for the demands of a regular class, the opportunity to attend nonacademic classes in areas of special interest or competence helps move them into the mainstream. For the more severely disabled special class child, attending school activities or using school facilities such as the cafeteria or pool helps the child begin to participate more freely in the outside world.

In Regular Classrooms

The mainstreaming discussed up to this point applies primarily to the more severely disabled child limited by his handicap and by the structure of the school system to segregated facilities. For the less severely handicapped child, mainstreaming usually includes some degree of participation in a regular classroom with the support of special staff and materials. This can be done in a number of different ways depending upon the child, the school, the budget, and the educational philosophy of the school. In this paper four approaches will be considered: the use of helping teachers, the resource room, a modified resource program and the open classroom. These approaches are not the only ways to mainstream in the public schools, but they are among the most frequently used methods.

Helping Teacher:

One approach to mainstreaming is the use of a helping teacher.[28] Within the school the helping teacher performs a broad range of functions. When a child's behavior becomes so disturbing that the regular teacher feels he needs assistance, the helping teacher is called on to deal with the situation. Although the special education teacher deals directly with the child, one of his primary responsibilities is to help the regular teacher understand the child and the situation. Going beyond the emergency situation, the helping teacher is also responsible for followup work with special pupils, and for bringing other resources in the school, such as social workers and psychologists, to the aid of the child.

As a way to approach mainstreaming, the use of a helping teacher has both advantages and limitations. Providing a safety valve for emergencies, the teacher helps the regular teacher retain pupils that she might otherwise feel compelled to send to special class. At the same time, without support and cooperation, a helping teacher will be ineffective. Without access to special materials, skill in diagnosis and prescription, a suitable place for counseling and the cooperation and respect of teachers and administrators, the helping teacher will encounter frustration.

Resource Rooms:

Another approach to mainstreaming used by many school districts is the resource room or learning center. This is a model that takes many forms and ranges in complexity from the 14-district Educational Modulation Center in Kansas[29] to a single district or even single school center. Often a network of resource centers is spread out in an area and each school has access to a central unit.[30] The central unit develops and distributes special materials, trains personnel and does diagnostic and prescriptive work. Many resource centers also offer special screening programs for children entering school, and provide constant followup and re-evaluation of referred children.

At the school building level, the resource room is a place where a child having difficulty in the classroom can go for help. Staffed with teachers who have broad experience in special education, a resource program includes individual tutoring, small group instruction and specialized materials. The program allows the handicapped child to spend a large amount of this time with nonhandicapped children, and, at the same time, to receive special help and support when necessary.

Clearly, the resource room is a very constructive way to approach mainstreaming. This approach has the specificity needed to go to the heart of a child's problem to find a remedy, and, at the same time, it is flexible, and can be adapted to any number of different school systems. For the special educator a resource program offers distinct

advantages. Not limited to a small number of children, the resource teacher helps many children throughout the school. By its nature, this approach avoids the labeling and stigma of many special education programs. The plan attacks a child's particular educational problem rather than labeling him abnormal. Because a child does not have to be labeled to receive special help, the plan encourages the identification and remediation of large numbers of children in the public schools who have difficulties but receive no special help.

Resource Program Based on a Consistent Conceptual Model:

Another approach to mainstreaming, using a resource program based on a specific conceptual model, is a refinement of the basic resource room idea. Using this approach, a school district designs a program based on specific knowledge of how a child develops in areas such as sensory, perceptual and motor development.[31] To avoid becoming another fad in special education, or an administrative shuffle, mainstreaming attempts must include experimental programs that are based on a knowledge of developmental processes.

To illustrate what is meant by a program with a consistent conceptual model, this paper will take a close look at the Madison Plan operating in Santa Monica, California.[32] In essence, the Madison Plan is very practical. It is based on specific behaviors a child needs to learn to remain in a traditional classroom, and on ways to teach these behaviors. The program identifies four basic areas of developmental readiness for coping with the classroom: preacademic competence (attention, starting work, following directions, taking part orally, accepting limits), academic behaviors (arithmetic, reading) ability to function in various instructional settings, and susceptibility to reinforcers.

Disregarding traditional labels, the school places the child in the program according to his competence in each of the above areas. Initially, a child with serious difficulty might spend all of his time in a self-contained classroom focussing on the development of basic preacademic skills and might be rewarded for his progress with very basic reinforcers. As the child grows, he attends part-time special classes that make progressively greater demands on him. At the same time, he spends increasingly greater parts of each day in a regular classroom.

One of the most exciting things about this program is that it is both imaginative and practical. New ways to identify and deal with the specific needs of exceptional children are applied to the very practical task of helping him make it in the traditional class. Labels are disregarded and the common denominators of specific readiness and learning difficulties are focussed upon. Enhancing the appeal of the program is the fact that it is economical to operate. Existing personnel and classrooms are used, and special materials are developed as needed. Instead of large amounts of money, imagination and careful planning have created a plan to help exceptional children enter the educational mainstream.

Open Classroom:

Another approach to mainstreaming is the use of an open classroom to integrate handicapped children into the school. Instead of having a special room where exceptional children go for help, the open classroom approach attempts to make the special help a part of the regular classroom. An example of this approach is found in Jackson Elementary School, Stevens Point, Wisconsin.[33] Committed to individually guided education, the school practices team teaching and grouping. In this setting, a number of mentally retarded children and several special education teachers were introduced as part of the general program. Although they had been in special classes for a number of years, the mentally retarded students became members of instructional groups, related to several teachers instead of one, and were free to move to different areas within the school.

The special education teachers were also fully integrated into the program. Although they had special responsibility for setting behavioral goals and objectives for mentally retarded students, they were also responsible for teaching the regular students. They became full-fledged members of the classroom team. In the course of the year, the retarded students made gains in academic skills, and increased in ability to contribute to class discussion.

Although this approach would not work in

every school, it also has certain distinct advantages. The school's emphasis on individualized goals and objectives for all students allows each student to work to the limit of his ability and to succeed, instead of comparing himself negatively to others. Furthermore, the flexible structure of the school allows for a full integration of special and regular teachers. Thus, both special teachers and students become full participants in the educational mainstream.

COMMON ELEMENTS OF SUCCESSFUL PROGRAMS

Although there are many ways to mainstream in the public schools, it is possible to identify certain common elements that exist in successful programs. In beginning to mainstream, a school will want to consider a wide range of possible programs. Having chosen a program, the school will find attention to the following elements helpful: preparation, pacing, specificity and flexibility.

Preparation

The time and attention given to an adequate preparation for mainstreaming is absolutely essential to the success of the program. Any significant change requires careful planning. How something is done can be just as important as what is done. Mainstreaming involves significant role and attitudinal changes for school personnel, and new demands and expectations for students and parents. Time spent allaying fears and misconceptions will be amply rewarded by a smooth and easy transition to mainstreaming. In the public schools, the preparation of school administrators, teachers, parents and children is essential to the program.

School Administrators:

To prepare a school system for mainstreaming, it is important to deal with the problems and concerns of school administrators. Many of these concerns arise from the parallel administrative and organizational structure of special education and regular education.[34] By tradition, special education has been a separate entity existing apart from the rest of the school. For example, teachers of the handicapped are separate from regular teachers; counselors and consultants for the handicapped are separate from other counselors and consultants, etc. Given these patterns, mainstreaming might lead to fear of territorial boundaries being violated and of alterations in job responsibilities. Thus, a necessary first step to the integration of special and regular students is the integration of the two administrative structures.[35]

Teachers:

For the teaching staff, the introduction of a mainstreaming program can be an exciting challenge or an onerous burden. Because the attitude of the teachers is essential to the success of any new program, it is essential that their concerns be considered and that they be given adequate preparation for their new responsibilities. For the special education teacher who is accustomed to teaching a self-contained class, mainstreaming creates a change in duties and responsibilities. Many teachers may feel ill-prepared to take on new roles.[36] If a teacher has spent all of his time working with one kind of handicapped child, he may feel ill-equipped to work with other children. A clear explanation of the reasons for the program, the opportunity to see other operational mainstream programs, and high-quality inservice training all can help the special teacher feel more competent in his new position.

For the regular classroom teacher who is unaccustomed to dealing with exceptional children, mainstreaming may seem to be an extra burden. To change the teacher's feelings is essential because his attitude will be clearly conveyed to both the handicapped and the non-handicapped children in the program.[37] Specific knowledge and assurances of firm support must be given to the classroom teacher. Direct lines of communication must be established between the special staff and the regular teachers so that vital information can be exchanged. If a child is likely to have a seizure, his teacher must know this ahead of time so that he will be able to deal with the situation.

To further a teacher's knowledge, appropriate inservice training and workshops must be made available to all teachers.[38] The teacher must be assured that information and support will be available to him throughout the year. He must realize that not only is he accepting a

child who will demand much of his time, but that he will also be able to send to the special education staff other children who are having serious difficulties. In some schools where classes are exceptionally large, it may be possible to reduce the teacher's class size if he is willing to accept special students. Above all, the teacher must know that there are knowledgeable people who will help him if he has difficulty with the handicapped children in his class.

Parents:

The parents of both regular and special students also need to be prepared for mainstreaming. Parents who do not understand what is happening in the school can convey needless fears and misunderstandings to their children. For the parents of a nonhandicapped child, a real concern may be that undue amounts of time will be spent on the handicapped child to the detriment of their own child's progress. With such parents, the value of their child's having the opportunity to grow up with exceptional children, especially the growth that he can make in his ability to cooperate with and to accept people different from himself, should be discussed.

For the parents of the handicapped child, preparation for mainstreaming is also essential. If this preparation is done well, both the parents and the school system can benefit from the process. For the parents, a full explanation of their child's change in placement must be made and their feelings about this change aired.[39] Understandable fears, such as concern about the child's movement out of the protected special class environment should be discussed. As with parents of the regular students, the school must be able to counter the parents' fears with information about the benefits of mainstreaming, especially the opportunity the program gives for the child to learn to cope with the real world.

Preparatory contact with the parents of exceptional children can be very helpful to the school. Living in intimate contact with the child, the parents have a great deal of very specific knowledge about his needs which they can share with the school. For example, the parent of a hearing impaired child can give the teacher a deeper understanding of what the child can hear and how to facilitate lipreading.[40]

Children:

In general, children, especially young children, will need less preparation for mainstreaming than the adults involved. The child will pick up the attitudes of the adults around him. While some initial explanation may be helpful, generally, the way the adults introduce the child and their nonverbal and emotional responses are far more important than what they have to say. For the young handicapped child, a chance to explore his new classroom and to talk with his teacher before he is introduced to the class may be helpful. The older handicapped child who has spent a long period of time in a segregated facility may need more careful preparation. Counseling and group discussions with other children about to enter regular classrooms can be useful. The opportunity to express fears and concern in a supportive setting can greatly increase the child's ability to function in the regular classroom.[41]

Pacing

The pacing of a mainstream program is as important as the preparation. Pacing means the rate at which handicapped children are integrated into regular classrooms in a given school. In general, it is probably wise to begin with a small number of exceptional children. Instead of integrating all handicapped children, most programs that have achieved some measure of success have been highly selective in choosing children to enter the regular classroom. A child who is mature and outgoing and reasonably well able to cope with his handicap is more likely to be accepted by his classmates and teacher than a less well-adjusted child.[42] Once these children are integrated and the fears and resistance of people in the system are alleviated, a larger and more diversified group of handicapped children can be introduced into the school.

Specificity

Most successful mainstream programs do more than put handicapped children back in the regular classroom. If this were the only goal of mainstreaming, special educators would have no place in the educational system. Instead, we

are talking about a redefinition of the role of the special educator in the public school. Freeing talented special teachers from classroom routines, mainstreaming enables them to provide more specific and more appropriate educational services to all children. Instead of devoting all of his time to a small consistent group of children, the special teacher uses his skill in diagnosing, prescribing, developing curriculum and materials, and re-evaluating the progress of all children having difficulties in school.

Flexibility

Most mainstream programs that have been successful have built-in flexibility. To a certain extent, the programs are experimental and subject to change. Teachers are free to request changes if a given child is not adapting well to his class. The possibility of switching a child to a different class, even to a different grade level, with a teacher able to relate to the child, is left open. Ideas and suggestions from people inside and outside of the system are welcomed.

CONCLUSION

After considering all of the benefits to both special and regular children, it is difficult to dispute the value of educating all children together as much as possible. The need to go beyond merely putting exceptional children in regular classes is also apparent. Mainstreaming is not an easy solution to the problems of special education, or the cheapest way out for the schools. To be effective, mainstreaming means assessing and meeting the very special needs of exceptional children. Instead of demanding less, more specific skills and talents are required of the special educator. For the schools and other educational institutions to do a good job using this approach, the cost in terms of talent, imagination, and money may well be more than that of traditional special education programs.

Although there is no one prescribed way to mainstream, what is needed is a commitment on the part of parents, teachers and administrators to the goal of mainstreaming: the full participation of handicapped children in our society. Demonstrating this commitment, the people responsible for the education of handicapped children must begin or expand discussions, studies, and planning of ways to mainstream so that this idea can become a reality throughout the educational facilities in New York State.

FOOTNOTES

1. Jean Nazzaro, "Second Dimension: Special Education Administrators View the Field," *Imprint*, CEC Information Center (January 1973), p. 1.

2. *The Education of Children with Handicapping Conditions*, State Education Department (Albany: November 1973), p. 6.

3. "The Organization and Administration of Special Education and Education of the Gifted," Policy Statements approved by the 1973 CEC Delegate Assembly, pp. 1–2.

4. Gary D. Collings and Ernest E. Singletary, *Research Bulletin: Case Law and Education of the Handicapped*, VIII, No. 3 (Gainesville, Florida: The Florida Educational Research and Development Council, 1973), p. 4.

5. *Ibid.*, p. 5.

6. *Ibid.*, p. 6.

7. *Ibid.*, p. 6.

8. *Ibid.*, p. 12.

9. Lloyd M. Dunn, "Special Education for the Mildly Retarded—Is Much of it Justifiable?" *Exceptional Children*, XXXV, No. 1, pp. 5–22; Stephen M. Lilly, "A Training Based Model for Special Education," *Exceptional Children*, XXXVII, No. 10 (Summer 1971), p. 745; and other articles too numerous to list.

10. Jack W. Birch, *Mainstreaming: Educable Mentally Retarded Children in Regular Classes* (Leadership Training Institute: Special Education, University of Minnesota, 1974), p. 6.

11. David Spogen, "Take the Label Off the Handicapped Child!" *Education Digest*, XXXVIII (September 1972) No. 1, p. 44.

12. Kenton T. Schurr and Wilbur B. Brookover, "The Effect of Special Class Placement on the Self-Concept of Ability of the Educable Mentally Retarded Child," (Michigan State University, College of Education, 1967), p. 25.

13. Spogen, "Take the Label Off," p. 45.

14. Dunn, "Special Education," p. 6.

15. B. Blatt, "Public Policy and the Education of Children with Special Needs," *Proceedings of the Conference on the Categorical/Non-Categorical Issue in Special Education* (Columbia: Special Education Department, University of Missouri, 1971), p. 49.

16. William Cruickshank, "Some Issues Facing the Field of Learning Disabilities Symposium," National Rehabilitation Symposium address given at the National Rehabilitation Training Institute, Miami Beach, Florida, October 26, 1971; Dunn, "Special Education," p. 6., and other articles too numerous to list.

17. Gary D. Collings and Ernest E. Singletary discuss the *Larry V. Riles* (1972) case in which the San Francisco School District was restrained from placing black students in classes for the educable mentally retarded solely on the basis of IQ in *Research* Bulletin, pp. 23–24.

18. Donald I. McGee, "The Benefits of Educating Deaf Children with Hearing Children," *Teaching Exceptional Children*, II, No. 3. (Spring 1970), pp. 133–137. Constance Garrett and Esther M. Stovall, "A Parent's View on Integration," *The Volta Review*, LXXIV (September 1972), pp. 339–344.

19. Dr. Franjo Tonkovic, "An Approach to the Problem of Educating Blind Children," *International Journal for the Education of the Blind*, XVI, No. 4 (May 1967), pp. 115–119. National Society for the Prevention of Blindness, "Helping the Partially Seeing Child in the Regular Classroom" (1965), p. 35.

20. "Special Feature on the Physically Handicapped," *NEA Journal*, LVI, No. 8, pp. 33–46.

21. Joan Darrah, "Diagnostic Practices and Special Classes for the Educable Mentally Retarded—A Layman's Critical View, *Exceptional Children*, XXXIII, No. 8 (April 1967), pp. 523–527. Catherine Rosenkron, "An Experimental Program for Mainstreaming in Three Types of Elementary Schools," *Bureau Memorandum* (Wisconsin), XIII, No. 3 (Spring 1972), pp. 14–16.

22. Judith K. Grosenick, "Assessing the Reintegration of Exceptional Children into Regular Classes," *Teaching Exceptional Children*, II, No. 3 (Spring 1970), pp. 113–119.

23. Arlon E. Parkin, "Mainstreaming the Educable Mentally Retarded Student," *Bureau Memorandum* (Wisconsin), XIII, No. 3 (Spring 1972), pp. 3–5.

24. Edwin Martin, "Individualism and Behaviorism as Future Trends in Educating Handicapped Children," *Exceptional Children*, XXXVIII, No. 7 (March 1972), p. 518.

25. Seymour Sarason, "The Special Child in School" (Report on a paper presented at the twenty-second National Conference of the Orton Society, Boston, 1971), pp. 117–122.

26. C. A. Bowers, Ian Housego, Doris Dyke, ed. *Education and Social Policy: Local Control of Education* (New York: Random House, 1970), pp. 5–6.

27. In *The Education of Children with Handicapping Conditions* the Regents ask for legislation to require all schools to be built to conform to the special needs of handicapped children on p. 19.

28. William Morse, "Public Schools and the Disturbed Child" in Peter Knoblock, *Intervention Approaches in Educating Emotionally Disturbed Children*, Proceedings of the Second Annual Conference on the Education of Emotionally Disturbed Children (Syracuse University Press, 1966), pp. 121–124.

29. Gary Adamson and Dolph Welch, "The Educational Modulation Center: An Overview," *Kansas Studies in Education*, XIX, No. 3 (August 1969), pp. 1–3.

30. Donald Kirby, "Renovate, Rejuvenate, and Release: A Plan to Abolish the Special Class," *Pointer*, XVII, No. 3 (Spring 1973), pp. 171–175.

31. Dunn, "Special Education," p. 16.

32. Evelyn R. Blum, "The Madison Plan as an Alternative to Special Class Placement: An Interview with Frank Hewett," *Education and Training of the Mentally Retarded*, VI, No. 1 (February 1971), pp. 29–42.

33. Clarice Adams, "A Program for Mainstreaming at Stevens Point," *Bureau Memorandum* (Wisconsin), XIII, No. 3 (Spring 1972), pp. 9–11.

34. "The Organization and Administration of Special Education," CEC Policy, p. 3.

35. *Ibid.*, p. 3.

36. Dunn, "Special Education," p. 14 and Birch, *Mainstreaming*, p. 36.

37. Mary Z. Glockner, "But How Can I Help a Handicapped Child?" *Instructor*, LXXXIII, No. 1 (August–September 1973), pp. 113–114.

38. Raymond M. Glass, Roy S. Meckler present a model for inservice training in "Preparing Elementary Teachers to Instruct Mildly Handicapped Children in Regular Classrooms: A Summer Workshop," *Exceptional Children*, XXXIX, No. 2 (October 1972), pp. 152–156.

39. Birch, *Mainstreaming*, p. 61.

40. Winifred H. Northcott, "A Hearing Impaired Pupil in the Classroom," *The Volta Review*, LXXIV, No. 2 (February 1972), p. 108.

41. Robert B. Cormany, "Returning Special Education Students to Regular Class," *Personnel and Guidance Journal*, XLVIII, No. 8 (April 1970), pp. 641–646.

42. Doris J. Leckie, "Creating a Receptive Climate in the Mainstream Program," *The Volta Review*, LXXV, No. 1 (January 1973), pp. 23–27.

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MAINSTREAMING IN ACTION

Adams, Clarice. "A Program for Mainstreaming at Stevens Point," *Bureau Memorandum*, XIII, No. 3, 9–11, Spring 1972. Wisconsin. State Education Department.

The article describes the integration of older mentally retarded students in an open classroom in a school committed to team teaching and individualized behavioral objectives for all students. In this setting, the special education teacher functions as a team member teaching regular students as well as mentally retarded children. Decisions about the extent that mentally retarded children participate in regular programs are made jointly by special educators and regular teachers. Efforts are made to include many nonacademic activities for the entire group. As a result of the program, the mentally retarded children appeared to grow in self-confidence and in their ability to relate to their peers.

Adamson, Gary. "The Educational Modulation Center: An Overview," *Kansas Studies In Education*, XIX, No. 3 (August 1969), pp. 1–3.

The Educational Modulation Center provides services to children with learning problems who are of average intelligence and not seriously emotionally disturbed. Serving 14 school districts, the center sends educational teams to schools to diagnose and prescribe for children with learning problems and to help teachers, school administrators, and parents work with these children. A materials laboratory is also made available to each school.

Blum, Evelyn R. "The Now Way to Know: The Madison Plan as an Alternative to Special Class Placement: An Interview with Frank Hewitt," *Education and Training of the Mentally Retarded*, VI, No. 1 (February 1971), pp. 29–42.

The Madison Plan is an attempt to disregard traditional disability labels and to combine all handicapped children in a developmental program that builds each child's pre-academic and academic skills and gradually integrates him into the mainstream. The program is built around different dimensions of readiness for classroom functioning: pre-academic competence (attention, starting work, etc.), academic behavior, ability to function in various instructional settings, and susceptibility to reinforcers. Each child is placed in the program according to his competence in each of the above areas, and moved gradually toward full participation in a regular classroom. The program utilizes a traditional school setting, the existing special education staff, and whatever materials it can obtain or develop.

Conine Tuli and Brennan, William T. "Orthopedically Handicapped Children in Regular Classrooms," *Journal of School Health*, XXXIX (January 1969), pp. 59–63.

To successfully mainstream orthopedically handicapped children, the authors feel that the classroom teacher must have a thorough knowledge of the child's handicap. Equipped with this knowledge, the teacher, they believe, will be able to avoid the pitfalls of both overprotection and underprotection. To increase the teacher's knowledge, the authors discuss details of various orthopedic conditions and the equipment which the handicapped child uses. The article also emphasizes the need for the teacher to develop an accepting relationship with the child that can be communicated to the rest of the class.

Dunn, Lloyd M. "Special Education for the Mildly Retarded—Is Much of it Justifiable?" *Exceptional Children*, XXXV (September 1968), pp. 5–22.

In the second part of his article, Dunn proposes a plan to phase out special classes which he feels infringe upon the civil rights of students and contribute little to their education. He suggests setting up "Special Education Diagnostic and Prescriptive Centers" in which a prescription for teaching is developed. He then proposes a second level of special educators operating within the school to develop appropriate materials and to implement the prescription for the regular teacher. After his diagnosis, the child in this program spends a maximum amount of time with resource teachers. Dunn also sketches in broadly a conceptual model on which to build specialized programs.

Glass, Raymond M. and Meckler, Roy S. "Preparing Elementary Teachers to Instruct Mildly Handicapped Children in Regular Classrooms: A Summer Workshop," *Exceptional Children*,

XXXIX, No. 2 (October 1972), pp. 152–156.

The article describes a workshop aimed at increasing the elementary school teacher's ability to maintain mildly handicapped children in the mainstream. Emphasis was placed on modifying the teacher's use of authority by creating a climate that encouraged openness, warmth, and authenticity. Specific diagnostic and remediation-intervention skills such as observation of behavior, use of role playing, use of life space interviewing, and use of subject area remediation materials were also taught. A positive change in the teacher's confidence in his ability to teach handicapped children was observed.

Glockner, Mary Z. "But how can I help a handicapped child?" *Instructor*, LXXXIII, No. 1 (August–September 1973), pp. 113–114, 116.

To mainstream a handicapped child, Glockner feels that the attitude of the classroom teacher is critical because this attitude is conveyed to the class. Glockner provides a list of things that the teacher can do to make a handicapped child adapt comfortably and rapidly to the class.

Kirby, Donald F. "Renovate, Rejuvenate, and Release: A Plan to Abolish the Special Class," *Pointer*, XVII, No. 3 (Spring 1973), pp. 170–175.

The article describes a learning center in an elementary school. Staffed by special educators, teachers, and counselors, the center is a place where children having difficulty in school are diagnosed and given special help. After a problem has been pinpointed, the child comes on a part-time basis to the center for special programs such as pre-academic classes that develop motor and sensory skills. The center has a material retrieval system, and keeps records of the effects of prescribed materials on special types of learning problems.

Klinger, Ronald L. "A Shift of Emphasis in Texas Education," *Journal of School Psychology*, X, No. 2 (September 1971), pp. 153–156.

Klinger discusses a project to train educational teams to teach the handicapped in the regular classroom, and to serve as trainers and role models for other professional personnel in the school. The project included an institute that presented special teaching strategies, commercially made and teacher made materials, classroom management skills, and flexible scheduling. Throughout the year there was a continuous staff development program to reinforce skills. In evaluating the program, many positive changes were noted, especially an increase in the degree of positive interaction between teachers and peers and the target students.

Lilly, M. Stephen. "A Training Based Model for Special Education," *Exceptional Children*, XXXVII, No. 10 (Summer 1971), pp. 745–9.

Lilly suggests that the role of the special educator is to provide training and support to the regular classroom teacher. Basically, he foresees instructional specialists as consultants, who will help the teacher diagnose, prescribe, and handle classroom problems.

McGee, Donald I. "The Benefits of Educating Deaf Children with Hearing Children," *Teaching Exceptional Children*, II, No. 3 (Spring 1970), pp. 133–137.

The article emphasizes the importance of mainstreaming for children with hearing problems to avoid disassociation from their environment and to increase their ability to adapt to a hearing world. Specific suggestions are made to help a regular classroom teacher integrate a hearing handicapped child into his class. A few of these suggestions include being able to help with the hearing aid, facilitating lipreading, and identifying sounds that the child can hear.

National Society for the Prevention of Blindness. *Helping the Partially Seeing Child in the Regular Classroom*. Same, 1965.

The teacher as an identifier of children who may be visually handicapped as well as special techniques which a teacher can use with visually handicapped children are discussed.

Weishahn, Mel W. and Mitchell, Richard. "Educational Placement Practices With Visually Disabled and Orthopedically Disabled Children—A Comparison," *Rehabilitation Literature*, XXXII, No. 9 (September 1971), pp. 263–266, 288.

The article discusses different levels of mainstreaming for visually handicapped and orthopedically disabled children. For the child who is severely disabled or not developmentally ready for a high degree of integration, Weishahn suggests cooperative classes. In this

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program the child remains in a special class, but spends a part of his day associating with nonhandicapped children in other parts of the school. For the child ready for more mainstreaming, Weishahn suggests a resource plan in which special materials and services are provided to the child and to the teacher, as well as special classes for a part of each day. Finally, in an itinerant program, the child spends the entire day in regular class, but is provided with special materials by the special education staff.

Yater, Verna. "St. Louis County Hearing Clinician Program," *Volta Review*, LXXIV, No. 4 (April 1972), pp. 247–255.

Yater describes the Hearing Clinician's Program, an attempt to integrate children with hearing difficulties into the public schools. Personnel from the program study the school where the child is to be placed, function as consultants to the child's regular teacher, educate and interest regular students in the deaf children, provide special materials to students and regular teachers and provide individual therapy sessions for deaf students. Followup longitudinal studies of each child are also made by the staff.

ADVISORS

John Behnken, Chairman, Coordinating Committee of Nassau County Special Education Parent-Teacher Association

Martha Bernard, Past President, New York State Association for Brain Injured Children and its Associations for Children with Learning Disabilities

Irving Blumberg, Executive Vice President, International Committee Against Mental Illness

J. Alan Davitt, Executive Secretary, New York State Council of Catholic School Superintendents

Donald Eisenberg, Assistant Superintendent, New York City Board of Education, speaking for Helen Feulner

Frank Falanga, Dutchess County Subcommittee on the Handicapped

Ethel L. Ginsburg, Staff Consultant, Citizens' Committee for Children

Thomas J. Goodman, New York State Council of Organizations for the Handicapped

Kenneth F. Harris, District Superintendent, Monroe BOCES I

Conrad Hecht, President, Long Island Association of Directors of Special Education

Rose Marie Kleinstehn, New York State Congress of Parents and Teachers, Inc.

Horace Mann, Director, Exceptional Children Education Division, State University College at Buffalo

James Moore, Director, Division of Pupil Personnel Services

Justine Wise Polier, Children's Defense Fund of the Washington Research Project, Inc.

Elizabeth Schack, Judicial Conference, Office of Children's Services, New York City

Robert Schonhorn, Executive Director, United Cerebral Palsy Association of New York State, Inc.

William Sivers, Chief, Bureau of Psychological Services

Elizabeth Smith, Center on Human Policy, Syracuse, New York

Richard Sparks, District Superintendents' Committee on the Handicapped

Joseph Weingold, Executive Director, New York State Association for Retarded Children